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Candidate Number

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General Certificate of Secondary Education
November 2021

English Language

Unit 1

Writing for Purpose and
Audience and Reading to
Access Non-fiction and Media
Texts

ML

[GEN11]

FRIDAY 26 NOVEMBER, MORNING

TIME

1 hour 45 minutes, plus your additional time allowance.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

You must complete the tasks in the spaces provided.

Do not write outside the boxed area on each page or on blank pages.

Complete in **black ink only**. Do not write with a gel pen.

Complete **all** the tasks: the **one task** in **Section A** and the **four tasks** in **Section B**.

INFORMATION FOR CANDIDATES

The total mark for this paper is 150.

Section A (Writing) **One task** marked out of **87 marks**. Spend **55 minutes** on this section.

Section B (Reading) **Four tasks** marked out of **63 marks**. Spend **50 minutes** on this section.

Pay attention to the suggested timings shown at the beginning of each task; these will enable you to complete all the tasks within the time limit.

Figures in brackets printed at the end of each task indicate the marks available.

Examiners can only credit what they can read. Keep your work legible.

Section A: Writing for Purpose and Audience

Task 1: Spend 55 minutes on your answer. Total: 87 marks

Up to **57 marks** are available for an **organised and engaging** piece of writing that **matches form and purpose with audience**.

Up to **30 marks** are available for the use of a **range of sentence structures** and **accuracy in spelling, punctuation and grammar**.

Write a **speech for your classmates**. **Persuade your classmates to agree with your views** on the following statement:

**“Young people deserve more praise
for what they offer to society.”**

Spend:

- **15 minutes** thinking and planning your response.
- **30 minutes** writing your response.
- **10 minutes** checking your response.

Planning space:

Section B: Reading Non-Fiction and Media Texts

Four tasks: 50 minutes. Total: 63 marks

Reading Non-fiction

Tasks 2 and 3 are based on an extract from an online article. The article is about young people not having enough sleep.

Task 2: Spend 15 minutes on this task. Total 21 marks.

Read the text below. The writer suggests that starting the school day later would be beneficial to students. Explain how he has presented this in a way that engages his readers' interest.

Ever wondered why teens are so tired? In the mornings, students are forced out to school far too early. And at night, screens are a lure that's hard to resist. This double whammy of 'burning the candle at both ends' is a perfect lesson in sleep deprivation.

Trailing a teenager out of bed at 7 a.m. to get to school is the equivalent of waking an adult at 4 a.m.

So why do teenagers struggle to get enough sleep? After puberty, adolescents are no longer the morning larks of their younger years. They become rewired as night owls, staying awake later and then sleeping in. (This is not part of a conspiracy theory to frustrate parents but is driven by changes in the way the brain responds to light.)

Shifting school start times may seem drastic but consider this: it would be unthinkable that a school should operate without central heating in winter or with crumbling ceilings. Starting school before 9 a.m. should be equally unacceptable.

Adapted from an article in The New York Times by Henry Nicholls

Task 3: Spend **10 minutes** on this task. Total: **12 marks**.

Read this part of the article. The writer explains why getting enough sleep is important for young people.

Read the text below. In your own words, write down two reasons the writer gives to explain why a lack of sleep may be damaging for young people: one reason from each paragraph. For each reason present two pieces of supporting evidence from the text.

It is estimated that three out of every four teenagers fail to sleep the minimum of eight hours recommended for their age group. Research shows that whenever schools move to a later start time, students get more sleep, attendance goes up and grades improve. At its most basic, insufficient sleep leads to reduced attention in school. It also leads to impaired memory which results in hindering students' educational progress.

New technology habits aren't helping. Not only does screen time eat into the time available for rest, but the blue light emitted by the technology suppresses the body's secretion of melatonin – that's the hormone that signals it's time to sleep. Screens at night tell the brain it's still daytime, delaying the body's cues to sleep even further. More alarmingly, sleep deprivation is likely to lead to emotional problems, increasing the risk of mental illness. Chronic sleep deprivation is also a major risk factor for teen obesity and Type 2 diabetes.

(a) First reason:

[4]



(b) Two pieces of supporting evidence:

[2]

(c) Second reason:

[4]

(d) Two pieces of supporting evidence:

[2]

[Turn over

Reading Media Texts

Tasks 4 and 5 are based on a book cover of the novel “Storm Glass” by Jeff Wheeler.

Task 4: Spend **17 minutes** on this task. Total: **20 marks**.

Read the text below. Explain how language has been used to develop a sense that this book would be interesting and exciting to read. Present evidence to support your comments.

There is a world of opposites. Above, the privileged live in sky mansions held aloft by a secretive magic known only to a few. Below, the earthbound poor are forced into factory work to further the flow of trade. Only the wealthy can afford to learn the secrets which keep the world in balance, and they use their knowledge to further lock their hold on society.

Kettie is an orphan doomed to live out her time in the world below, until an admiral attempts to adopt her. But in her new home in the clouds, not everyone treats her as one of the family.

Serah is a princess born into power. She yearns to meet the orphan girl she has heard so much about, but her father judges the girl unworthy of his daughter’s curiosity.

Both girls feel that they do not belong. Like birds flying free, they dream of escaping from the rules their society imposes on them. Now, as Kettie dreams of living above and as Serah is drawn to the world below, they will follow the flight paths of their own choosing.

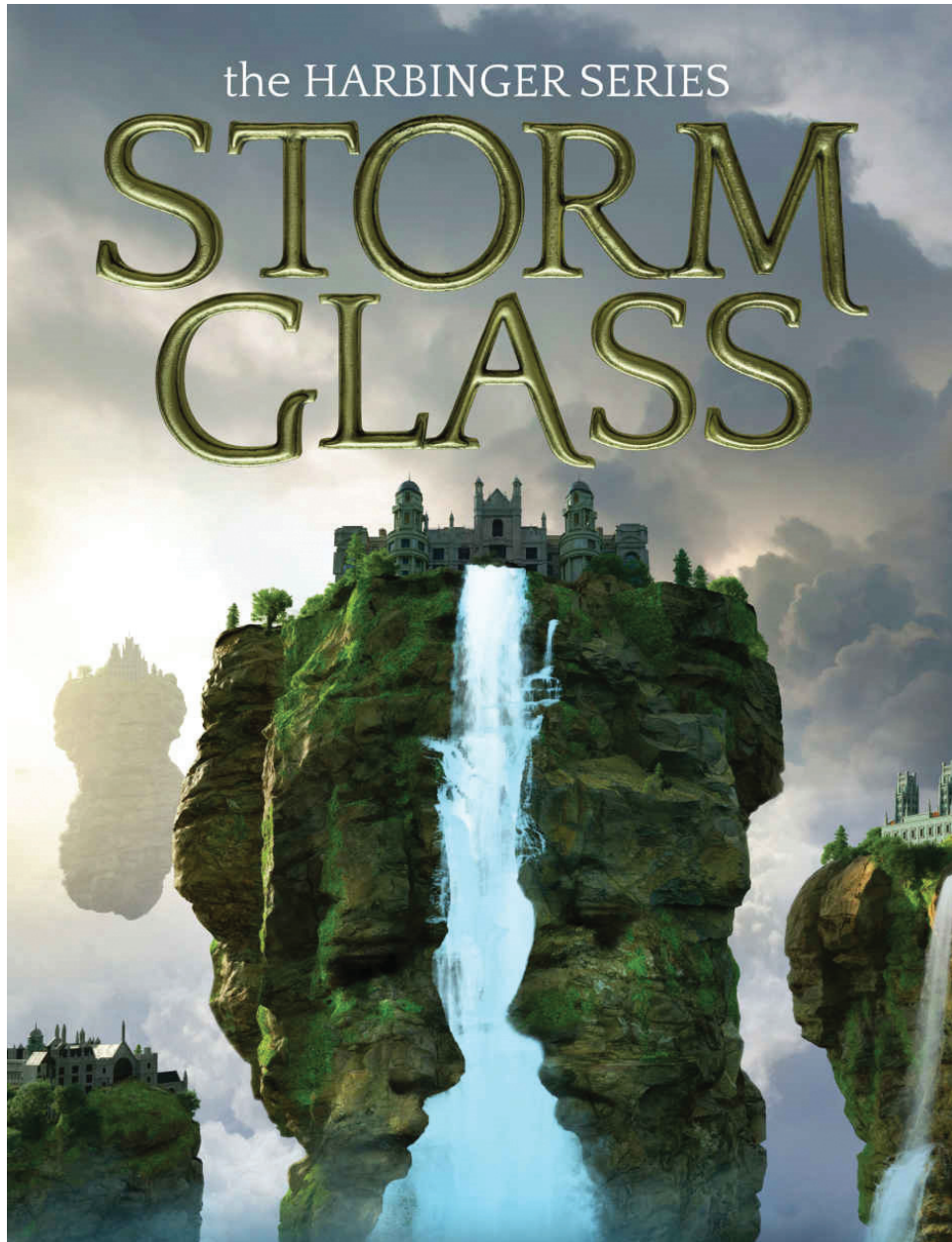
But both girls will be needed for the coming storm that threatens to overturn both their worlds.

Source: adapted from Storm Glass published by 47North © 2018 Jeff Wheeler

Task 5: Spend **8 minutes** on this task. Total: **10 marks**.

Study the front cover of the book “Storm Glass” below.

Select two examples of presentational features used in this cover to make the book appealing to the reader. Explain the intended effect of these two presentational features on the reader.



Source: adapted from Storm Glass published by 47North © 2018 Jeff Wheeler



(a) First example of a presentational feature:

_____ [1]

(b) Intended effect on the reader:

_____ [4]

(c) Second example of a presentational feature:

_____ [1]

(d) Intended effect on the reader:

_____ [4]

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Section	Marks
A	
B	
Total Marks	

Examiner Number

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